

Pathways to Potential Program Report

(FY 2021 Appropriation Act - Public Act 166 of 2020)

March 1, 2021

Sec. 809. (1) The purpose of the pathways to potential program is to reduce chronic absenteeism and decrease the number of students who repeat grades for schools that are current or future participants in the pathways to potential program. Before any deployment of resources into a participant school, the department and the participant school shall establish performance objectives for each participant school based on a 2-year baseline prior to pathways to potential being established in the participant school and shall evaluate the progress made in the above categories from the established baseline. By March 1 of the current fiscal year, the department shall provide to the senate and house appropriations subcommittees on the department budget, the senate and house fiscal agencies, and the senate and house policy offices a report listing all participant schools, the number of staff assigned to each school by participant school, and the percentage of participating schools that achieved improved performance in each of the 2 outcomes listed above compared to the previous year, by each individual outcome. It is the intent of the legislature that after a 2-year period without attaining an increase in success in meeting the 2 listed outcomes from the established baseline, the department shall work with the participant school to examine the cause of the lack of progress and shall seek to implement a plan to increase success in meeting the identified outcomes. It is the intent of the legislature that progress or the lack of progress made in meeting the performance objectives shall be used as a determinant in future pathways to potential resource allocation decisions.

(2) As used in this section, "baseline" means the initial set of data from the center for educational performance and information in the department of technology, management, and budget of the 2 measured outcomes as described in subsection (1).



Pathways to Potential Overview

The Michigan Department of Health and Human Services (MDHHS) program Pathways to Potential began in 2012 as a unique approach to the delivery of human services. The Pathways approach targets five outcome areas: attendance, education, health, safety, and self-sufficiency. The program also relies on a number of support networks and partnerships to wrap around children and families to help them succeed.

This program stations MDHHS caseworkers, called success coaches, in local schools. The success coaches serve the entire school as they work with students and families that are currently receiving assistance through MDHHS as well as those that are not. These success coaches work closely with school principals, social workers, attendance agents, and teachers to monitor attendance and address barriers to attending school when they arise. Barriers can be as simple as a lack of a school uniform or an alarm clock, or as complex as a caregiver suffering from severe mental health issues and facing imminent homelessness.

The Pathways to Potential program approach is based on three critical elements to help students and families reach their greatest potential:

- Go where the client is located. By going into the communities where our clients live and go to school, our Pathways to Potential success coaches gain a greater understanding of the barriers that are preventing clients from reaching their greatest potential. Working together in the community puts clients and their family members at ease. Success coaches build trust with clients, so they will disclose challenges before they become barriers that prevent them from reaching their goals of independence.
- Work one-on-one with families to identify and remove barriers and connect them to a network of community services. It is not effective or sustainable for a family to only be involved with MDHHS on the road to reaching its greatest potential. For that reason, success coaches connect families to entire networks of support, so each member has the long-term support they need to reach their goals. Whether it's an algebra tutor for a student in the family or a referral to the Michigan Works! Agency for career training for a parent, we work with the entire family to build ties to community resources that stay in place long after a family has finished working with MDHHS.
- Engage community partners and school personnel in our efforts to help families find their pathway to success. In our effort to link families to entire networks of services, we also help schools and community organizations connect with families. By building on relationships with families established through our work in the community and schools, we're increasing the likelihood that when referrals are made to community partners, families will follow through. These relationships also help to develop trust between school personnel and parents, leading to reduced truancy, increased parental involvement and improved academic performance.

Pathways to Potential has grown steadily since its beginning. In 2012, Pathways to Potential began in 20 schools in four counties. For the current 2020-2021 academic year, Pathways to Potential is currently located in 291 schools in 40 of Michigan's counties.

Funding Allocated to Each School

The funding allocation for Pathways to Potential is solely used for the full-time or part-time success coaches placed in Pathways to Potential schools. The success coaches are state of Michigan employees (family independence specialists, or FIS) that are employed through local MDHHS offices. The funding for Pathways to Potential is not allocated directly to the schools.

Pathways to Potential School Locations & Number of Staff Allocated to Each School

In the 2020-2021 school year, Pathways to Potential was implemented in 291 schools. There are currently 127 full-time success coach (FIS) positions located in 126 schools and 71 part-time success coach (FIS) positions located in 151 schools. In the schools where the success coaches are part-time, the success coaches are providing coverage to multiple schools. Fourteen additional Pathways to Potential schools are covered by 10 workers who are not classified as success coaches (FIS). These fourteen schools do not have a success coach (FIS) assigned.

- One full-time success coach (FIS) only: 125 schools
- Two full-time success coaches (FIS): 1 school
- One part-time success coach (FIS) only: 148 schools
- Two part-time success coaches (FIS): 3 schools
- No part-time or full-time success coach (FIS): 14 schools

Below is a chart providing the county and name of each Pathways to Potential school, as well as the number of full-time and part-time success coach positions assigned to the school. Schools that do not have a success coach (FIS) position assigned are indicated with an asterisk after the school name.

County	Pathways to Potential School	Full-time success coach (FIS) positions	Part-time success coach (FIS) positions
Allegan	Robert D. Brandon Elementary School	1	–
Arenac	Au Gres-Sims Elementary School	–	1

Arenac	Au Gres-Sims High School	-	1
Arenac	Au Gres-Sims Middle School	-	1
Bay	Bangor Central School	-	1
Bay	Bangor Lincoln School	-	1
Bay	Linsday Elementary School	1	-
Bay	Washington Elementary School	1	-
Berrien	Ballard Elementary School	1	-
Berrien	Fair Plain East Elementary	1	-
Berrien	International Academy at Hull	1	-
Calhoun	Ann J. Kellogg School	1	-
Cheboygan	Wolverine Elementary School	1	-
Clare	Clare Primary School	1	-
Clare	Farwell Elementary School	1	-
Clare	Hillside Elementary School	1	-
Genesee	Brownell STEM Academy	-	1
Genesee	Doyle/Ryder School	-	1
Genesee	Durant Tuuri Mott School	-	1
Genesee	Educare	1	-
Genesee	Eisenhower School	-	1
Genesee	Freeman School	-	1
Genesee	Holmes STEM Middle School Academy	-	1
Genesee	Neithercut Elementary School	1	-
Genesee	Potter School	-	1
Genesee	Southwestern Classical Academy	-	1
Genesee	Summerfield Head Start	1	-
Gladwin	Beaverton Elementary School	1	-
Gladwin	Gladwin Elementary School	-	1
Gladwin	Gladwin Intermediate School	-	1
Gogebic	Luther L. Wright K-12 School	-	1
Gogebic	Washington School	-	1
Gogebic	Watersmeet Township School	-	1
Hillsdale	Gier Elementary School	1	-

Huron	Ascent High School	-	1
Huron	Bad Axe Elementary School	-	1
Huron	Bad Axe High School	-	1
Huron	Bad Axe Middle School	-	1
Huron	Harbor Beach Community High School	-	1
Huron	Harbor Beach Elementary School	-	1
Huron	Harbor Beach Middle School	-	1
Ingham	Dwight Rich School of the Arts*	-	-
Ingham	Gier Park School	1	-
Jackson	Cascades Elementary School	1	-
Jackson	East Jackson Elementary	1	-
Jackson	Fourth Street Learning Center	-	1
Jackson	Hunt Elementary School	1	-
Jackson	Middle School at Parkside	-	1
Jackson	Northeast Elementary School	1	-
Jackson	Northwest Early Elementary School	1	-
Jackson	Northwest Elementary School	1	-
Kalamazoo	Comstock Compass High School	1	-
Kalamazoo	Comstock Elementary School	1	-
Kalamazoo	Comstock High School	1	-
Kalamazoo	Comstock Middle School	1	-
Kalamazoo	Edison Environmental Science Academy	1	-
Kalamazoo	Galesburg-Augusta High School	1	-
Kalamazoo	Kalamazoo Covenant Academy	1	-
Kalamazoo	Lincoln International Studies School	1	-
Kalamazoo	Northeastern Elementary School	1	-
Kalamazoo	Parchment North Elementary School	-	1
Kalamazoo	Parchment Northwood Elementary School	-	1
Kalamazoo	Spring Valley Center for Exploration	1	-
Kalamazoo	Woodward School for Technology and Research	1	-
Kalkaska	Birch Street Elementary School	1	-

Kent	Alpine Elementary School	1	–
Kent	Bowen Elementary	–	1
Kent	Burton Elementary	1	–
Kent	Campus Elementary	1	–
Kent	Cedar Springs Middle School	–	1
Kent	Cedar Trails Elementary School	–	1
Kent	Cesar E. Chavez Elementary	1	–
Kent	Coit Creative Arts Academy	1	–
Kent	Dickinson Academy	1	–
Kent	Glenwood Elementary	–	1
Kent	Godfrey-Lee Early Childhood Center	–	1
Kent	Godwin Heights Middle School	1	–
Kent	Harrison Park Academy	1	–
Kent	Martin Luther King Leadership Academy	1	–
Kent	Meadowlawn Elementary	–	1
Kent	Parkview Elementary School	–	1
Kent	Sibley School	1	–
Kent	Stocking Elementary	1	–
Kent	Townline Elementary	–	1
Kent	West Elementary School	1	–
Kent	West Godwin Elementary School	1	–
Lapeer	North Branch Elementary School	–	1
Lapeer	Ruth Fox Middle School	–	1
Livingston	Challenger Elementary School*	–	–
Livingston	Country Elementary School	–	1
Livingston	Farley Hill Elementary School	–	1
Livingston	Navigator Upper Elementary School*	–	–
Livingston	Pathfinder School*	–	–
Livingston	Southwest Elementary School*	–	–
Livingston	Three Fires Elementary*	–	–
Macomb	Clintondale Middle School*	–	–
Macomb	Lincoln Elementary School	–	1

Macomb	Lincoln High School	-	2
Macomb	Lincoln Middle School	-	1
Macomb	Marjorie Carlson Elementary School*	-	-
Macomb	McKinley Elementary School*	-	-
Macomb	Mount Clemens High School	-	1
Macomb	Mount Clemens Middle School	-	1
Macomb	Seminole Academy	-	1
Marquette	Birchview School*	-	-
Marquette	Ishpeming High School*	-	-
Marquette	Ishpeming Middle School*	-	-
Marquette	North Star Academy	1	-
Mason	Mason County Central High School	-	1
Mason	Mason County Eastern Elementary School	-	1
Mason	O.J. DeJonge Middle School	1	-
Mecosta	Morley Stanwood Elementary School	1	-
Midland	Central Park Elementary	1	-
Midland	Coleman Elementary School	1	-
Midland	Floyd School	-	1
Midland	Meridian Elementary School	-	1
Muskegon	Beechnau Elementary School	-	1
Muskegon	Bunker Elementary	1	-
Muskegon	Cardinal Elementary	1	-
Muskegon	Dr. Martin Luther King Academy	2	-
Muskegon	Fruitport Middle School	1	-
Muskegon	Holton Elementary School	-	1
Muskegon	Marquette Elementary School	1	-
Muskegon	Mona Shores High School	-	1
Muskegon	Moon Elementary School	1	-
Muskegon	Nellie B. Chisholm Middle School	-	1
Muskegon	North Muskegon Elementary School	-	1
Muskegon	Oakridge Lower Elementary School	-	1
Muskegon	Oakview Elementary School	1	-

Muskegon	Orchard View Early Elementary	1	–
Muskegon	Reeths-Puffer Elementary School	–	1
Muskegon	Reeths-Puffer High School	–	1
Muskegon	Reeths-Puffer Intermediate School	–	1
Muskegon	Reeths-Puffer Middle School	–	1
Muskegon	Ross Park Elementary School	–	1
Muskegon	Three Oaks Public School Academy	1	–
Muskegon	Twin Lake School	–	1
Muskegon	Whitehall Ealy Elementary School	1	–
Newaygo	Pathfinder Elementary School	1	–
Newaygo	Patricia St. Clair Elementary School	1	–
Oakland	Alcott School	–	1
Oakland	Ferndale Early Childhood Center	–	1
Oakland	Hazel Park Junior High School	1	–
Oakland	Herrington School	–	1
Oakland	Hoover Elementary School	–	1
Oakland	International Technology Academy	–	2
Oakland	Kennedy Center	–	1
Oakland	Owen Elementary School	–	1
Oakland	Pepper Elementary School	–	1
Oakland	Pontiac Academy for Excellence	1	–
Oakland	Pontiac High School	–	1
Oakland	Pontiac Middle School	–	1
Oakland	Rogers School	–	1
Oakland	United Oaks Elementary School	1	–
Oakland	University High School	–	1
Oakland	Webb Elementary School	1	–
Oakland	Whitman Elementary School	–	1
Ogemaw	Rose City School	–	1
Ogemaw	Surline Elementary School	–	1
Ontonagon	Ewen-Trout Creek Consolidated School	–	1
Osceola	Evart Elementary School	1	–

Ottawa	Great Lakes Elementary School	1	–
Ottawa	Holland Heights	1	–
Ottawa	Jefferson	1	–
Ottawa	Pine Creek Elementary School	1	–
Ottawa	Woodside Elementary School	1	–
Roscommon	Charlton Heston Academy	1	–
Roscommon	Collins Elementary School*	–	–
Roscommon	Roscommon Elementary School*	–	–
Saginaw	Arthur Eddy Academy	–	1
Saginaw	Chester F. Miller School	1	–
Saginaw	Herig School	1	–
Saginaw	Jessie Loomis School	1	–
Saginaw	Jessie Rouse School	1	–
Saginaw	Kempton Elementary School	1	–
Saginaw	Martin G. Atkins Elementary School	1	–
Saginaw	Merrill Park Elementary School	1	–
Saginaw	Stone School	–	1
Saginaw	Thompson Middle School	–	1
Saginaw	Zilwaukee K-8 School	–	1
Sanilac	Brown City Elementary School	–	1
Sanilac	Marlette Elementary	–	1
Shiawassee	Emerson School	1	–
St. Clair	Holland Woods Middle School	1	–
St. Clair	STEAM Academy at Woodrow Wilson Elementary	1	–
Tuscola	Caro Alternative High School	–	1
Tuscola	Caro High School	–	1
Tuscola	Caro Middle School	–	1
Tuscola	Central School	–	1
Tuscola	McComb Elementary School	–	1
Tuscola	Reese Elementary School	–	1
Tuscola	Reese High School	–	1

Tuscola	Reese Middle School	-	1
Tuscola	Schall Elementary School	-	1
Tuscola	Unionville-Sebewaing Elementary School	-	1
Tuscola	Unionville-Sebewaing High School	-	1
Tuscola	Unionville-Sebewaing Middle School	-	1
Tuscola	Vassar Senior High School	-	1
Washtenaw	Erickson Elementary	1	-
Wayne	A.L. Holmes Academy of Blended Learning	-	1
Wayne	Academy of the Americas at Logan	-	1
Wayne	Academy of the Americas High School	-	1
Wayne	Ann Arbor Trail Magnet School	-	1
Wayne	Bagley Elementary School of Journalism and Technology	-	1
Wayne	Bennett Elementary School	1	-
Wayne	Blackwell Institute	-	1
Wayne	Bow Elementary-Middle School	-	1
Wayne	Brenda Scott Academy for Theatre Arts	1	-
Wayne	Brewer Academy	-	1
Wayne	Bunche Preparatory Academy	1	-
Wayne	Burns Elementary-Middle School	1	-
Wayne	Burton International Academy	1	-
Wayne	Carleton Elementary School	-	1
Wayne	Carstens Elementary-Middle School	-	1
Wayne	Carver STEM Academy	1	-
Wayne	CB Sabbath 6-8 Preparatory Academy	-	1
Wayne	Charles Wright Academy of Arts and Science	-	1
Wayne	Cody High School	-	1
Wayne	Coleman A. Young Elementary School	1	-
Wayne	Cooke STEM Academy	-	1
Wayne	Davison Elementary-Middle School	1	-
Wayne	Denby High School	-	1
Wayne	Detroit Collegiate Preparatory High School at Northwestern	-	1

Wayne	Detroit Innovation Academy	-	1
Wayne	Detroit International Academy for Young Women	-	1
Wayne	Detroit Leadership Academy High School	-	1
Wayne	Detroit Leadership Academy K-8	-	1
Wayne	Detroit Lions Academy	-	1
Wayne	Dixon Elementary School	1	-
Wayne	Dossin Elementary-Middle School	-	1
Wayne	Durfee Elementary-Middle School	-	1
Wayne	Earhart Elementary-Middle School	1	-
Wayne	East English Village Preparatory Academy	1	-
Wayne	Edison Elementary School	-	1
Wayne	Edward "Duke" Ellington at Beckham	-	1
Wayne	Emerson Elementary-Middle School	1	-
Wayne	Fisher Magnet Lower Academy	-	1
Wayne	Fisher Magnet Upper Academy	-	1
Wayne	Frederick Douglass Academy for Young Men	-	1
Wayne	Garvey Academy	1	-
Wayne	Golightly Education Center	1	-
Wayne	Gompers Elementary-Middle School	1	-
Wayne	Greenfield Union Elementary-Middle School	-	1
Wayne	Harms Elementary School	1	-
Wayne	Henderson Academy	1	-
Wayne	Henry Ford High School	-	1
Wayne	Hutchinson Elementary-Middle School	-	1
Wayne	J. E. Clark Preparatory Academy	1	-
Wayne	John R. King Academic and Performing Arts Academy	-	1
Wayne	Keidan Special Education Center	-	1
Wayne	Ludington Magnet Middle School	-	1
Wayne	Mackenzie Elementary-Middle School	1	-
Wayne	Mann Learning Community	-	1
Wayne	Marion Law Academy	-	1

Wayne	Mark Twain Elementary-Middle School	-	1
Wayne	Marquette Elementary-Middle School	1	-
Wayne	Martin Luther King Jr. Senior High School	1	-
Wayne	Mary McLeod Bethune Elementary-Middle School	-	1
Wayne	Mason Academy	-	1
Wayne	Maybury Elementary School	1	-
Wayne	Moses Field Center	-	1
Wayne	Mumford High School	1	-
Wayne	Munger Elementary-Middle School	-	2
Wayne	Neinas Dual Language Learning Academy	1	-
Wayne	Nichols Elementary-Middle School	1	-
Wayne	Noble Elementary-Middle School	1	-
Wayne	Nolan Elementary-Middle School	1	-
Wayne	Osborn High School	-	1
Wayne	Palmer Park Preparatory Academy	1	-
Wayne	Paul Robeson Malcolm X Academy	-	1
Wayne	Pershing High School	-	1
Wayne	Priest Elementary-Middle School	1	-
Wayne	Pulaski Elementary-Middle School	1	-
Wayne	River Rouge High School	1	-
Wayne	Roberto Clemente Learning Academy	1	-
Wayne	Romulus Senior High School	1	-
Wayne	Ronald Brown Academy	1	-
Wayne	Sampson-Webber Leadership Academy	-	1
Wayne	Schulze Academy for Technology and Arts	1	-
Wayne	Southeastern High School	1	-
Wayne	The School at Marygrove	-	1
Wayne	Thirkell Elementary-Middle School	-	1
Wayne	Thurgood Marshall Elementary School	-	1
Wayne	Trix Academy	1	-
Wayne	Turning Point Academy	-	1

Wayne	Vernor Elementary School	–	1
Wayne	Wayne Elementary School	1	–
Wayne	West Side Academy of Information Technology and Cyber Security	–	1
Wayne	Western International High School	1	–
Wexford	Manton Consolidated Elementary School	–	1
Wexford	Manton Consolidated Middle School	–	1
Totals		126 schools	151 schools

Note: The totals above include the total number of schools with a full-time or part-time success coach (FIS) position assigned, not the total number of success coaches.

Percentage of Schools that Improved Performance Outcomes

The two outcomes listed in Public Act 166 of 2020 section 809 are to reduce chronic absenteeism and decrease the number of students who repeat grades. This report uses data from Michigan's Center for Educational Performance and Information (CEPI) to measure progress on chronic absenteeism and grade repeats for the 2019-20 Pathways to Potential schools, as this is the most recent year for which CEPI data is available for either of these outcomes.

Chronic Absenteeism

CEPI's attendance report for the 2019-20 school year was released last fall. This report includes an analysis of this data for Pathways to Potential schools active that year.

- The overall rate of chronic absenteeism for active Pathways to Potential schools each year decreased by approximately 5 percent from 2018-19 to 2019-20, while the statewide rate increased by 3.5 percent in the same time period.
- 56.6 percent of the 2019-20 Pathways to Potential schools reduced chronic absenteeism from 2018-19 to 2019-20, including 35.7 percent of newly established Pathways to Potential sites and 57.7 percent of existing sites.
- 39.3 percent of Pathways to Potential schools reduced chronic absenteeism in the 2019-20 school year from their combined two-year baselines, including 46.2 percent of newly established sites and 39.0 percent of existing sites in 2019-20. The baseline years are typically the two school years prior to Pathways to Potential being established in each school, subject to data availability for each building code and data suppression rules followed by the Center for Educational Performance and Information to protect student privacy.
- 16.8 percent of the Pathways to Potential schools active in 2018-19 and 2019-20 did not reduce chronic absenteeism in either year, compared to the previous

year. The schools in this group in which Pathways to Potential is still active have been identified for follow-up to increase success in reducing chronic absenteeism, along with other schools in which chronic absenteeism rates remain above baseline. 53.1 percent of the Pathways to Potential schools active in 2018-19 and 2019-20 did not reduce chronic absenteeism from their baseline data in either year.

Five schools active in 2019-20 are not included in this analysis because the school does not report attendance data to CEPI. For example, early childhood centers do not report attendance data to CEPI. Fifteen other schools active in 2019-20 are not included in one or more of the calculations above because insufficient data is available following data suppression rules to protect student privacy or because their baselines include 2018-19 or 2019-20 data due to data unavailability for an intended baseline year.

Grade Repeats

CEPI's annual retained in grade reports include students each fall who were retained in grade from the previous year. This analysis uses CEPI's 2019-20 retained in grade report for Pathways to Potential schools active in 2018-19 and CEPI's 2018-19 retained in grade report for Pathways to Potential schools active in 2017-18, as these reports include students retained from the 2018-19 school year and the 2017-18 school year, respectively.

As of the date of this analysis, CEPI 2019-20 grade repeats data reflecting students retained from 2018-19 is the most recent available. This report includes an analysis of this data for the 2019-20 Pathways to Potential schools active in 2018-19, as a CEPI report including students retained from 2019-20 has not yet been released.

- The grade retention rate for the 2019-20 Pathways to Potential schools active in each the previous years decreased by approximately 3 percent, comparing the 2018-19 report to the 2019-20 report, while the statewide rate increased by 3.7 percent from 2018-19 to 2019-20.
- 47.9 percent of the 2019-20 Pathways to Potential schools active in 2018-19 decreased the rate of grade repeats from their 2018-19 data to their 2019-20 data, including 40.5 percent of newly established Pathways to Potential sites in 2018-19 and 49.0 percent of existing sites. An additional 2.8 percent of the 2019-20 Pathways to Potential schools maintained grade repeats rates of 0 percent from 2018-19 to 2019-20.
- 54.0 percent of the 2019-20 Pathways to Potential schools active in 2018-19 decreased the rate of grade repeats from their combined two-year baselines to their 2019-20 data, including 40.5 percent of newly established sites in 2018-19 and 56.0 percent of existing sites. An additional 0.7 percent of the 2019-20

Pathways to Potential schools maintained grade repeats rates of 0 percent from their combined two-year baselines to 2019-20. The baseline years typically include the year Pathways to Potential was established in the school as well as the prior year, subject to data availability for each building code and data suppression rules followed by the Center for Educational Performance and Information to protect student privacy, as each year's data reflects students retained from the previous year.

- 18.2 percent of the 2019-20 Pathways to Potential schools active in 2017-18 and 2018-19 did not reduce grade repeats rates or maintain them at 0 percent in their 2018-19 or 2019-20 data, compared to the previous year. The schools in this group in which Pathways to Potential is still active have been identified for follow-up to increase success in reducing grade repeats, along with other schools in which grade repeats rates remain above baseline. 27.9 percent of the 2019-20 Pathways to Potential schools active in 2017-18 and 2018-19 did not reduce grade repeats rates from baseline or maintain them at 0 percent in their 2018-19 or 2019-20 data.

Sixteen Pathways to Potential schools active in 2019-20 are not included in this historical analysis because they were not active in 2018-19. Five additional schools are not included because the school does not report K-12 grade level data to CEPI, for example, early childhood centers. Four other schools are not included in one or more of the calculations above because insufficient data is available following data suppression rules to protect student privacy or because their baselines include 2018-19 data due to data unavailability for an intended baseline year.

To measure the outcomes of the program more effectively, MDHHS is working with CEPI to gather data specific to the students with whom Pathways to Potential success coaches log interactions. The data analyses for attendance and grade repeats that are shared in this report account for all students reported in each school regardless of whether there was any contact with the Pathways to Potential program.

Data Notes

- The attendance and grade repeats calculations in this report include schools in which Pathways to Potential was active each year, with sufficient data available. This includes schools in which Pathways to Potential was implemented prior to March 1 that school year and schools in which Pathways to Potential later became inactive if the inactive dates were on or after January 1 that school year, with an exception due to staffing/vacancy after implementation at one school.
- If data regarding an outcome is not available for an intended baseline year, the next two years with data available have been used for the baseline.

- According to Michigan Department of Education guidelines, the 2019-20 chronic absenteeism data should reflect possible attendance through March 13, 2020.
- For the grade repeats data, the percentages retained include all students indicated as having been retained in grade by school, although varying percentages of these students were at different schools in the previous year. Also, approximately 17.9 percent of retentions in the 2019-20 Pathways to Potential schools active in 2018-19 were for planned, two-year kindergarten programs, compared with approximately 19.0 percent statewide on CEPI's 2019-20 report.
- Total student counts are not included on CEPI's retained in grade reports for school years prior to 2013-14. The total student counts for the 2011-12 and 2012-13 school years used as baseline years for some schools in this report are taken from CEPI's fall K-12 student enrollment count data, which may lead to somewhat different percentages retained for these years than if the total student counts were available using the same methods as on the retained in grade reports for later years. Additionally, changes to CEPI's Retained in Grade reports for school years 2013-14 and after may contribute to differences in the calculation of the numbers retained by school, when compared to 2011-12 and 2012-13 data.